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OREGON NORMAL SCHOOL BULLETIN

MONMOUTH, OREGON

CATALOGUE NUMBER 1921-1922

Vol. 10 JANUARY 1921 No. 1

Entered as second-class matter, April 3, 1911, at the postoffice, Monmouth, Oregon, under the Act of July, 1894

ADMINISTRATION BUILDING

WOMEN'S DORMITORY

SENIOR COTTAGE

GYMNASIUM

TRAINING SCHOOL—MONMOUTH

NEW HOUSE

TRAINING SCHOOL—INDEPENDENCE

ELKINS' RURAL CENTER

MOUNTAIN VIEW RURAL CENTER

OAK POINT RURAL CENTER

ART DEPARTMENT

DOMESTIC ART DEPARTMENT

DOMESTIC SCIENCE DEPARTMENT

NORMAL CHAPEL

MAL SCHOOL

w of Courses

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— = —	Standard Diploma and Special Certificate
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OREGON NORMAL SCHOOL
TABULATED VIEW OF CURRICULUMS

BASAL COURSES AND CREDITS REQUIRED OF ALL TWO-YEAR STUDENTS

Rural Homemaking 3 ⅓	Library Methods 1 ⅓	Observation 4 ⅓	Practice 6 1
Public Speaking 5 ⅓	Psychology 5* ⅓	Arithmetic (Academic) 1 ⅓	Drawing Fundamentals 1 ⅓
Sociology 5 ⅓	School Management 2* ⅓	Composition 7 or Current Literature 4 ⅓	Music Fundamentals 1 ⅓
Writing 1 ⅓	General Methods 3* ⅓	General Science 6 ⅓	Physical Education Methods 3 or 4 ⅓

TOTAL UNITS OF BASAL CREDITS REQUIRED — 6

PHYSICAL TRAINING
SPECIAL

- Physiology 1 ⅓
- Educational Hygiene ⅓
- Playground Supervision 7, Playground Games 8 ⅓
- Physical Tests 5, First Aid 6 ⅓
- Festivals and Pageants 9, Folk Dancing 10 ⅓
- Gymnasium Practice 12 ⅔
- Dramatization and Story Telling 1 ⅓
- Practice Teaching 11 ⅓
- Electives 1

Total 4

PRIMARY
SPECIAL

- Professional Reading 8 ⅓
- Dramatization and Story Telling 1 ⅓
- Professional Arithmetic 2 ⅓
- Professional Language 2 ⅓
- Educational Hygiene 2 ⅓
- Music 3 ⅓
- Drawing II ⅓
- Professional Geography 4 ⅓
- Hand Work 7 ⅓
- Electives 1

Total 4

ADVANCED
SPECIAL

- Professional Grammar 3 ⅓
- Professional Reading 6 ⅓
- Professional Arithmetic 3 ⅓
- Professional History Advanced 2 ⅓
- Professional Geography 5 ⅓
- Professional Physiology 1 ⅓
- Educational Hygiene 2 ⅓
- Civics 4 ⅓
- Agriculture 2 ⅓
- Music 2 ⅓
- Drawing III ⅓
- Electives ⅓

Total 4

RURAL
SPECIAL

- Rural Problems 7 * ⅓
- Agriculture 2 or Nature Study 1 * ⅓
- Professional Arithmetic Primary 2 or Advanced 3 ⅓
- Professional Language 2 or Professional Grammar 3 * ⅓
- Professional History Primary 1 ⅓
- Professional Geography Primary 3 or Advanced 4 * ⅓
- Professional Physiology 1 ⅓
- State Course of Study 10 ⅓
- Domestic Science 1 ⅓
- Rural Sociology 8 ⅓
- Practice Teaching 11 *
- Electives ⅔

Total 4

MUSIC
SPECIAL

- Fundamentals 2 ⅓
- Primary Methods 3 ⅓
- Advanced Methods 4 ⅓
- Art of Conducting 5 ⅓
- Melody Writing and Elementary Form 6 ⅓
- Harmonic Analysis 7 ⅓
- History of Music (a) 8 ⅓
- History of Music (b) 9 ⅓
- Appreciation of Music 10 ⅓
- Elementary Harmony and Ear Training 11 ⅓
- Practice Teaching 12
- Electives ⅔

Total 4

DRAWING
SPECIAL

- Fundamentals 1 ⅓
- Primary Grades 2 ⅓
- Grammar Grades 3 ⅓
- Advanced Grades 4 ⅓
- Design and Appreciation 5 ⅓
- Mechanical 6 ⅓
- Handwork 7 ⅓
- Methods 8 ⅓
- Practice Teaching ⅓
- Electives 1

Total 4

HOUSEHOLD ECONOMY
SPECIAL

- Cooking Fundamentals 1 ⅓
- Cookery Advanced 2, Elementary Dietetics 2 ⅓
- Rural Homemaking 3 ⅓
- Housewifery and Sanitation 4 ⅓
- Household Management 5 ⅓
- Sewing Fundamentals 6 ⅓
- Advanced Sewing 7, Garment Making 7 ⅓
- Electives 1⅔

Total 4

COMMERCIAL TEACHERS
SPECIAL

- Stenography 1
- Bookkeeping 1
- Typewriting 1
- Office Practice ⅓
- Business English ⅓
- Practice Teaching ⅓

Total 4

TOTAL UNITS OF CREDITS REQUIRED FOR GRADUATION—10

* STARRED SUBJECTS TO BE TAKEN BY ALL ELEMENTARY COURSE STUDENTS

A NORMAL UNIT IS A SUBJECT RUNNING ONE YEAR FIVE TIMES A WEEK AND RECITATIONS NOT LESS THAN FORTY-FIVE MINUTES IN LENGTH

OREGON NORMAL SCHOOL

Graphical View of Courses

(See other side)

Basal Subjects

6 Units

Required of all Two-year Students

SPECIAL COURSES

Physical Training 4 Units	=	Standard Diploma and Special Certificate
Primary 4 Units	=	Standard Diploma
Advanced 4 Units	=	Standard Diploma
Rural 4 Units	=	Standard Diploma
Music 4 Units	=	Standard Diploma and Special Certificate
Drawing 4 Units	=	Standard Diploma and Special Certificate
Household Economy 4 Units	=	Standard Diploma
Commercial Teachers 4 Units	=	Standard Diploma and Special Certificate

The **Standard Diploma**

gives a Life Certificate after 30 months' successful teaching experience in Oregon.

The **Special Certificate**

is granted by the State Superintendent and entitles the holder to teach the subjects of the Special Course in any High School of the State.

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SALEM, OREGON:
STATE PRINTING DEPARTMENT
1921

BOARD OF REGENTS OF NORMAL SCHOOLS

REGENTS EX OFFICIO

BEN W. OLCOTT, Governor.....Salem
SAM A. KOZER, Secretary of State.....Salem
J. A. CHURCHILL, Superintendent of Public Instruction.....Salem

REGENTS BY APPOINTMENT

C. L. STARR, term expires July 1, 1921.....Portland
W. C. BRYANT, term expires July 1, 1922.....Moro
CORNELIA MARVIN, term expires July 1, 1923.....Salem
JOHN S. COKE, term expires July 1, 1924.....Marshfield
E. E. BRAGG, term expires July 1, 1925.....La Grande
FRANK J. MILLER, term expires July 1, 1926.....Albany

OFFICERS OF THE BOARD

CORNELIA MARVIN, President J. H. ACKERMAN, Secretary

STANDING COMMITTEES

Executive—The President, Regents Churchill and Kozer.
Finance—Regents Starr, Coke, Olcott.
Teachers—Regents Churchill, Bryant and Miller.
Libraries—Regents Marvin, Kozer and Bragg.
Course of Study—Regents Bryant, Coke and Bragg.
Building—Regents Marvin, Starr and Miller.

President of the Faculty.....J. H. Ackerman, Monmouth

FACULTY

NOTE.—The names of the faculty are arranged in accordance with their years of service in the Oregon Normal School, and, also, alphabetically.

ACKERMAN, J. H. (State Normal School, Milwaukee, Wisconsin; Honorary Degree, Oregon Agricultural College).
President.

BUTLER, J. B. V. (Christian College and Oregon Normal School).
Department of History and Civics.

GENTLE, THOMAS H. (Illinois State Normal University; University of Jena, Germany).
Department of Education.

OSTIEN, H. C. (Ohio Normal University; Illinois Wesleyan University; Nebraska State University).
Department of Mathematics.

WEST, MABEL G. (Knox College, Galesburg, Illinois; University of Illinois Library School).
Department of Libraries.

TODD, JESSICA S. (Geneva College, Beaver Falls, Pennsylvania).
Dean of Women.

GILMORE, L. P. (Lehigh University, South Bethlehem, Pennsylvania).
Department of Science.

TAYLOR, LAURA J. (Normal Training School, Tacoma, Washington; University of Washington; Teachers' College, Columbia University).
Department of Health and Physical Education.

BRENTON, ALABAMA (Pratt Institute; New York School of Fine and Applied Arts; Teachers' College, Columbia University).
Department of Art.

LEVIS, MAY (Slippery Rock State Normal, Slippery Rock, Pennsylvania; University of Chicago).
Assistant to Dean.

SCHUETTE, MARIE A. (Oshkosh Normal School, Oshkosh, Wisconsin; Crane Normal Institute of Music, Potsdam, N. Y.; National Summer School of Music, Lake Forest, Illinois).
Department of Music.

HALES, VIRGINIA. (University of Oregon; University of California Summer School).
Assistant in Physical Education Department.

HOLLIDAY, LAURA C. (Wooster College, Wooster, Ohio; Thomas Normal Training School, Detroit, Michigan).
Assistant in Music Department.

MINGUS, EDNA (University of Iowa; University of Chicago).
Department of English.

BEATTIE, W. G. (University of Oregon).
Department of Rural Schools.

GODBOLD, BETH (McMinnville College; Washington State Normal School, Ellensburg; Cumnock School of Oratory, Northwestern University, Evanston, Illinois).
Department of Public Speaking and Assistant in English.

MUNFORD, RUBY (Oregon Agricultural College; Teachers' College, Columbia University).
Department of Home Economics.

RAGON, O. ELDORA (Oberlin College; Pratt Institute; Teachers' College, Columbia University).
Assistant in Art Department.

SYP, LOUISE (Colorado State Teachers' College, Greeley).
Commercial Department.

TRAINING SCHOOL DEPARTMENTS

GRADES

GENTLE, THOMAS H.....Principal

MONMOUTH

MCINTOSH, ALICE A. (State Normal School, Whitewater, Wisconsin).
Critic—Grades Seven and Eight.

RADABAUGH, MAMIE (Oregon Normal School; University of California Summer School; University of Oregon).
Critic—Grades Five and Six.

RECORDS, LOLA E. (Bellingham Normal, Bellingham, Washington; University of Washington Summer School).
Critic—Grades Three and Four.

SMITH, IDA MAE (Monmouth Normal School; Oregon Agricultural College; San Francisco Normal School).
Critic—Grades One and Two.

INDEPENDENCE

ARBUTHNOT, KATHERINE (Des Moines High School; Columbia University Summer School; Oregon Normal School).
Critic—Grades Seven and Eight.

HOUX, KATE L. (Oregon Normal School; University of Chicago Summer School).
Critic—Grades Five and Six.

MCCHESNEY, BESSIE (Colorado State Teachers' College, Greeley; University of Denver).
Critic—Grades Three and Four.

DE VORE, EMILY (Oregon Normal School; University of Oregon; University of California; Iowa State Teachers' College; University of Chicago).
Critic—Grades One and Two.

MOUNTAIN VIEW RURAL CENTER

MILLER, MRS. INEZ (Oregon Normal School).
Supervisor—All Grades.

HUNTER. NAN (Oregon Normal School).
Assistant Supervisor.

ELKINS RURAL CENTER

SEYMOUR, MRS. CHLOE A. (Central State Normal School, Michigan; Albion College).
Supervisor—All Grades.

HILL, FLORENCE M. (Oregon Normal School; University of Oregon; University of California).
Assistant Supervisor.

OAK POINT RURAL CENTER

COLLINS, MRS. GERTRUDE F. (Oregon State Normal School; Oregon Agricultural College; University of Utah).
Supervisor—All Grades.

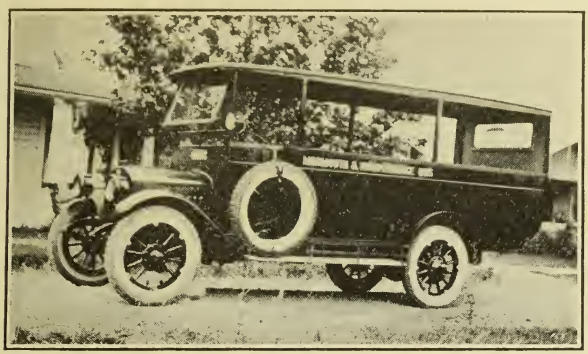
*BRAMBERG, ALLIE F. (McMinnville College; Capital Business College).
Clerk and Registrar.

JOHNSON, ERICA (Behnke-Walker Business College).
Assistant in Office.

SCOTT, JOHN
Head Janitor.

BRAINERD, BERTHA (University of Michigan; Bryn Mawr).
Clerk and Registrar.

* Has a year's leave of absence to spend the time in New York City.



AUTO BUS

RAILROAD FACTS

Monmouth may be reached as follows:

1. Trains leave Union Depot, Portland, via Gerlinger and Independence.

2. Trains leave Albany via Corvallis and Independence.

3. Trains leave Salem via Gerlinger and Independence.

4. Tickets may be purchased and baggage checked to Independence from any point on the Southern Pacific, O.-W. R. & N., and C. & E.

5. Auto bus meets all trains at Independence.

6. Be sure to purchase your ticket to Independence.

CALENDAR FOR 1921-1922

SIX WEEKS SUMMER TERM

Entrance and enrollment June 27, 1921

FALL TERM

Entrance and enrollment ..... September 19, 1921
School organized ..... September 20, 1921
Thanksgiving recess ..... November 23 to November 27, inclusive
Term ends ..... December 16, 1921
Holiday vacation ..... December 17 to January 1, inclusive

WINTER TERM

Enrollment ..... January 2, 1922
Term ends ..... March 24, 1922

SPRING TERM

Enrollment ..... March 27, 1922
Easter recess ..... April 15 to April 17, inclusive
Term ends ..... June 21, 1922

PROGRAM FOR COMMENCEMENT WEEK

Saturday, June 17, 1922 ..... President's Luncheon—Junior Prom
Sunday, June 18, 1922 ..... Baccalaureate Sermon
Monday, June 19, 1922 ..... Faculty Reception—Class Play
Tuesday, June 20, 1922 .....
Last Chapel and Class Day—Alumni Program and Banquet
Wednesday, June 21, 1922 ..... Commencement

REGULAR SIX WEEKS SUMMER TERM, 1922

Entrance and enrollment ..... June 26, 1922
School organized ..... June 27, 1922
Term ends ..... August 4, 1922

CALENDAR FOR 1922-1923

Entrance and enrollment ..... September 18, 1922
School organized ..... September 19, 1922

OREGON NORMAL SCHOOL

Upon arriving, a list of boarding places and rooms will be furnished upon application to the dean of women, who may be found at the dormitory. In order that the best sanitary conditions may be secured, all boarding places will be inspected and no place will be recommended by the dean that does not have a favorable report. The normal school is coeducational, but it is recommended that men and women have rooms in separate rooming houses. The dean will not recommend boarding and rooming houses, except with the idea that such houses, so far as rooming is concerned, will be exclusively for men on the one hand, or exclusively for women on the other. Baggage should usually be left at the depot until a home is secured.

FACULTY

There is a strong faculty thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT

The main building is a large brick structure, well adapted to the work of the normal school. It includes twenty-two classrooms and laboratories, library, and an assembly hall with a seating capacity of 1,000. It is heated by steam and lighted by electricity.

THE GIRLS' DORMITORY

Accommodations are provided in the dormitory and senior cottage and new house for two hundred women. Each room is nicely furnished with all bedding, bed linen, towels, etc., no student being required to furnish anything except her personal belongings. All except individual laundry will be done at the institutional laundry. The student may do her washing and ironing at the institutional laundry at a small fee for the use of the same. All loss or damage to bedding or furniture will be charged up to the room holder. The student who is so fortunate as to secure accommodations in the dormitory or cottage will have all the conveniences of the most cultured home.

Girls wishing to live in the dormitory should send two dollars to reserve room. Under no circumstances will this fee be returned until the student has lived in the house one term. Residence in senior cottage is decided by vote of the faculty.

The following scale of prices will be in effect for the year 1921-1922:

Room rent per week, payable monthly in advance.....$1.50
Board per week, payable monthly in advance..... 5.50
Room deposit holds room until morning of opening day of school.
No reduction for meals or room will be made unless absent for more than one week.
The aforesaid prices are subject to change.

It is suggested that women who plan to live in the dormitory provide themselves with shoe bag and laundry bag to be fastened to the closet door. The door is twenty-four inches wide. Each girl provides her own dresser scarf. Dresser forty-two by nineteen inches.

DOMESTIC SCIENCE AND ART

Adequate and well-equipped rooms are provided in the training school building for the domestic science and domestic art departments.

GYMNASIUM

The gymnasium is a brick building and well equipped with hot and cold baths, dressing rooms, and a good-sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, volley ball, and the like.

EXPENSES

The expenses are nominal and every means are used to keep the expenses of a student at a minimum.

The enrollment fee is $4.00 per term.

There is also a student body fee of $1.00 per term; also a lyceum course fee of $1.00 per term. All of these fees are payable to the registrar. No programs are made until a receipt for fees has been presented to the president. In no case are fees refunded. No additional fee is required for vocal music and art. Private lessons will be given by private piano instructors at reasonable rates.

ROOM AND BOARD

Living expenses in private homes are as low as they are in any school city in Oregon, and range as follows: Furnished room and table board, $8.00 per week; housekeeping rooms, $2.00 per week. The aforesaid prices are subject to change.

Some students reduce their expenses in various ways. Some rent rooms and board in clubs; some do light housekeeping. There is a great variety of ways whereby students may econo-

mize if they desire to do so. Employment in and about the buildings will be furnished whenever practicable. There are many opportunities for really capable students to meet a part of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two semesters longer to complete the course and thus avoid overwork.

STUDENTS' RULES AND REGULATIONS

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people, and to be governed by principles of morality and honor.

The courtesies and requirements of good society apply to the management of the students in respect to personal associations, so far as the conditions under which the students live make it possible. It is expected that under no conditions will lady students permit gentlemen to call upon them in their lodging rooms, and persons keeping boarding houses will be held responsible for such violations.

No student shall ride or drive unless accompanied by a chaperone, approved by the dean of women. No young lady shall receive calls from gentlemen except on Friday, Saturday or Sunday. No student may leave town without the consent of the dean of women, Independence not included. The rules governing social affairs shall be the same in the homes as in the dormitory.

Any apparent infraction of the rules governing the social life of a student living at the house of any householder coming to the notice of such householder shall immediately be reported by such householder to the dean of women. The dean of women holds the right of forbidding students to live at places where these reasonable conditions are not enforced.

Student life and success calls for systematic and careful study of the lessons assigned. Students shall be in their rooms by 8:30 and shall retire by 10:30 p. m.

Men students and women students are not allowed to room at the same house. This includes men roomers other than students.

All social functions of the school must be chaperoned, and such chaperoning must be approved by the dean of women prior to the date of such social function.

Students, while in the building, and not in classrooms, must remain in the library during the vacant recitation, unless excused by the president.

Chapel exercises will be held each day during the term. All students are required to be present at these exercises, unless excused by the president.

No student shall engage in dancing while a member of the Oregon Normal School except in the normal gymnasium or in the home of a member of the faculty; *provided,* that this shall not apply to a student when at home during vacation.

PUBLIC LECTURES AND ENTERTAINMENTS

Students have the privilege, at cost, of attending a fine course of lectures, concerts and entertainments each year. These courses are sold at a low price in consideration of their merit. There is no better arrangement anywhere than is found possible to maintain here, so that the educational advantages are greatly increased. The following lectures and entertainments have been given during the year 1919-20:

Picture Shows—"Romance of Happy Valley"; "Come Out of the Kitchen"; "Out of the Fog"; "Tom Sawyer"; "Little Orphan Annie"; "Riders of the Purple Sage"; "The Turn of the Road"; "The Rainbow Trail"; "The Hoodlum"; "The Great White Trail"; "The Miracle Man"; "Lady Windemere's Fan"; "The Brat"; "Broken Blossoms"; "His Majesty, The American"; "Truth, Nothing but the Truth"; "The Willow Tree"; "The Virginian"; "Under Western Stars"; "Wagon Tracks"; "When the Clouds Roll By"; "The Right of Way"; "Raffles"; "Eyes of Youth"; "The Spoilers"; "Heart o' the Hills"; "Rio Grande"; "Anne of Green Gables"; "Luck of the Irish"; "The Westerners"; "Erstwhile Susan"; "Back to God's Country"; "Soldiers of Fortune"; "The Mollycoddle"; "Other Men's Shoes"; "Jane Eyre"; "Evangeline"; "Checkers"; "Twenty-three and One-half Hours' Leave"; "The Shepherd of the Hills"; "Superman"; "A Burglar by Proxy"; "The Heart of Wetona"; "The River's End"; "In Old Kentucky"; "Shore Acres"; "Burning Daylight"; "The Mutiny of the Elsinore"; "The Girl from Outside"; "Treasure Island"; "The Speed Demon"; "Humoresque"; "Nurse Marjorie"; "Law of the Yukon"; "Judy of Rogue's Harbor."

Speakers Outside of the Lecture Course—W. W. Green, Superintendent of Schools of Umatilla County; D. A. Grout, City School Superintendent of Portland; Walter M. Smith, Superintendent of Schools of Marion County; H. G. Starkweather, Member of Board of Regents, Milwaukie; S. S. Duncan, Superintendent of Schools of Yamhill County; Miss

Cornelia Marvin, State Librarian, Salem; Father O'Hara, Eugene; A. G. Jackson, Forest Examiner, Portland; Hon. W. C. Hawley, Member of Congress, Salem; Governor Olcott; Superintendent J. A. Churchill, Salem; Dr. E. H. Lindley, University of Idaho, Moscow; Rev. D. J. Ferguson, Philomath College, Philomath; L. D. Mahone, Attorney at Law, Portland; A. C. Newill, Member of School Board of Portland; President A. C. Roberts, Centralia Normal School, Washington; E. H. Whitney, Assistant Superintendent of Schools, Portland; Dr. W. C. Bagley, Columbia University, New York City; Mrs. George H. Gerlinger, Portland.

Lecture Course Numbers from September 1, 1919, to January 1, 1921—Madam Francesca Zarad, Soloist; Prof. L. H. Bailey, Cornell University, "The Sweat of Thy Face"; Rev. G. E. Lewis, lecture on "Alaska"; Rabbi Stephen Wise, New York City, "Americanization"; Dr. Lomas of University of Texas, "Cowboy Ballads"; Dr. Barnes of Clark University, lecture on historical topics; Devereaus Company in "School for Scandal" and "She Stoops to Conquer"; Ada Farmer Concert Company with Josephine Martino, Soloist; The Cherrian Band of Salem; Minneapolis Symphony Orchestra; and Frederick Warde, "Fifty Years of Make Believe."

LITERARY SOCIETIES

There are three literary societies at the normal: One, the Normals, for the men; two, the Vespertines and Delphians, for the women. The society work is both enjoyable and beneficial. There are two aims in the work: First, to do work that will assist in developing the powers of the students; and second, to give the student some ideas which he may use in forming programs of his own.

To meet these ends the work is necessarily varied in character. This year patriotic features have formed an important part of many programs and have been the inspiration for several entire evenings. In addition to this the usual readings, debates, impromptu speeches, current events, book reviews, talks, musical numbers, drills, folk dances, etc., have been given, thus giving the student valuable suggestions for making a well-rounded program.

NORMAL UNITS

A normal unit is a subject running one year, five times a week, with recitations not less than forty-five minutes in length. Normal units required to complete the several courses are as follows:

(a) *Standard Normal Course:* Ten units above the completion of a four-year high school course.

(b) *Elementary Course:* Five units above the completion of a four-year high school course.

There are two ways of securing admission to the school: First, by credentials; second, by examination.

ENTRANCE REQUIREMENTS

The minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school, or the equivalent. Students should present high school credits when entering. Those who have advanced standing credits from some other institution should present them also.

NORMAL CREDITS

How Credentials May Be Accepted: Normal units are accredited on credentials for admittance to the school as follows:

1. Graduates of standard normal schools or of colleges or universities will be graduated from the Oregon Normal School after residence work of one year. In case the accepted credit includes at least one and one-third units in education, such graduates may be graduated from the Oregon Normal School after residence work of two terms. Students who have completed other institutions' work equal to that required in the Oregon Normal School, but who are not graduates, are required to do one year's residence work before graduation; such residence work must include the last term immediately preceding graduation.

2. The graduates from full-course Oregon normal schools prior to September 1, 1911, twenty-two and two-thirds units above the eighth grade will be granted; *provided,* that in such cases no additional credit will be given for teaching experience.

Holders of state diplomas or state life certificates may be graduated from the Oregon Normal School after residence work of one year; *provided,* that in such cases no additional credit will be given for teaching experience.

3. To credentials from other states, on the same basis as those from Oregon.

Credit for successful teaching may be given as follows:

For thirty months of successful teaching, one unit of credit may be given if student demonstrates in her practice teaching that her experience was worthy of such recognition.

Teachers of sixty or more months' experience who hold a valid five-year state certificate (which will not expire for at

least two years) may be given sixteen units above the eighth grade and will be graduated from the standard course only after two years of satisfactory residence work.

4. Any graduate of a standard college in Oregon, who, after his freshman year, had attended the Oregon Normal School for a period of twelve weeks and completed the course in methods in the training school for that period, would be entitled to receive from the state of Oregon, without examination, a certificate entitling such graduate to teach in the elementary grades.

The foregoing rules will be applied hereafter in substitution for all rules previously in force on these subjects.

SPECIAL PROHIBITIONS

1. No student may graduate until all required subjects are completed.

2. No credit for summer school will be allowed if such credit will permit the student to graduate before the end of a term or summer school.

3. Credit will not be allowed for more than four summer schools, and not more than five-sixths of a unit may be made in any one summer school.

4. No student shall be allowed to take more than one and two-thirds credits during any one term toward graduation.

5. No credit for correspondence work done in other schools will be given unless such work is approved by the head of the department concerned.

6. *Since the plan of the school work has been changed from that of the semester to the twelve-week term, no credits will be allowed unless the student is in attendance at the beginning of the term.* Proportional credit will not be allowed as formerly for less than twelve weeks' attendance.

7. No student shall receive credit for more than twenty-five hours any one term and shall not take more than thirty hours (including activities); *provided,* that students doing practice teaching shall not take more than twenty-five hours (including the practice teaching).

All students are required to take two hours per week of physical training.

8. Any student is privileged to pass an examination in any subject and receive credit for the same.

9. The normal school endeavors to give just credit for any scholarship which the applicant may possess.

The school reserves the right at any time to require a student who is notably deficient in subject-matter to make up such deficiency before pursuing further his normal course.

COURSES OF STUDY

A. Standard Normal Course:

(a) *Requirements:* The minimum requirements for entrance to the Oregon Normal School shall be the completion of the fourth year of a standard four-year high school or the equivalent.

(b) *Graduation:* The completion of two years' work, including a thorough review of the common branches, and training in the practice school.

(c) *Certification:* The superintendent of public instruction shall issue certificates to graduates from the standard normal course as follows:

1. A one-year state certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year state certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year state certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

3. The holder of a five-year state certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months' successful teaching experience in this state, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life state certificate authorizing him to teach in any grammar school, or in any one-year, two-year, or three-year high school in Oregon; *provided*, that he shall receive a life state certificate authorizing him to teach in any of the schools of this state upon the completion of two years' work in a standard college or university; *provided*, that if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life state certificate entitling him to teach in any school in this state.

The holder of a one-year state certificate, or a five-year state certificate, or a life state certificate, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this state.

B. Elementary Course:

(a) *Entrance Requirements:* Same as for Standard Course.

(b) Course consists of the nine subjects starred on the curriculum sheet and six subjects which are to be chosen from the basal course and the special course from which the student desires to graduate; student must also have taught satisfactorily for at least three weeks in one of the rural training centers.

(c) *Certification:* Upon the satisfactory completion of the elementary course a one-year state certificate will be issued without examination, upon application, by the superintendent of public instruction; which certificate shall be renewed after six months of successful teaching experience in Oregon, and upon the recommendation of the county superintendent of the county in which the applicant last taught.

C. Special Courses:

(a) *Entrance Requirements:* Same as for Standard Course.

(b) *Certification:* The superintendent of public instruction will grant special certificates to those completing the special two-year courses in Drawing, Music, Physical Training and Commercial subjects. These certificates entitle the holder to teach these subjects either in elementary or all high schools and to supervise such subjects in such schools. He also will issue to graduates of the special four-year course in Household Economy a certificate to teach that subject in elementary schools and in one, two and three-year high schools.

All the above certificates are issued on graduation for a period of one year. After six months of successful teaching and upon recommendation of the county superintendent a five-year certificate is issued. After thirty months of successful teaching and upon recommendation of the County Superintendent a life certificate is issued.

REQUIREMENTS FOR ONE-YEAR STUDENTS

1.	General Methods	1-3
2.	Observation and Lesson Plans	1-3
3.	School Management	1-3
4.	Practice Teaching	1
5.	Enough subjects in any one special course to make up the three credits	3
	Required Credits	5

ORGANIZATION

The Oregon Normal School is organized for financial purposes into three terms of twelve weeks each, and for

TYPEWRITING

instructional purposes into three terms of twelve weeks each; and, also, a summer term of six weeks. The term organization makes it possible for a student to enter the school regularly three times a year.

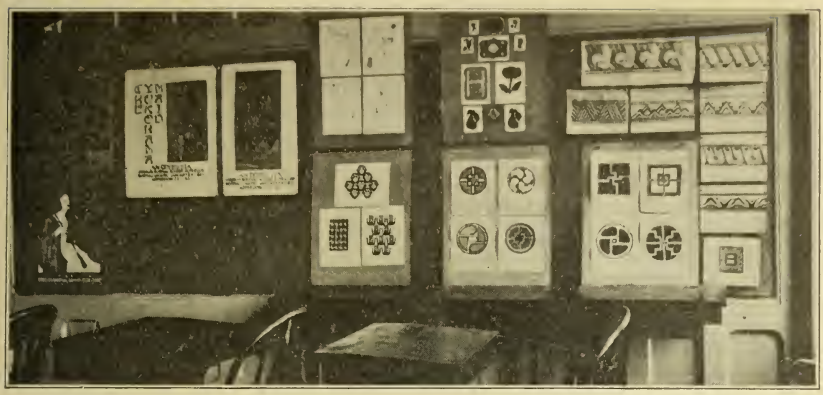
All courses are five-hour courses, unless otherwise indicated.

COMMERCIAL

Shorthand 1. (a) *Principles of Shorthand.*—A study of the first ten lessons in Gregg Shorthand with supplementary exercises. (b) *Principles of Shorthand.*—A study of the last ten lessons of Gregg Shorthand with supplementary exercises. This course completes the study of the principles of shorthand. (c) *Dictation.*—A brief review of word signs, phrasing and the vocabulary of the Gregg Manual, after which dictation will be given of both familiar and unfamiliar matter. Enough work will be given in this course to make one proficient in taking accurately ordinary dictated correspondence.

Typewriting 2. (a) *Elementary Typewriting.*—Beginning work in touch typewriting, covering position at machine, memorizing of the keyboard, proper touch and correct fingering, with instruction in care of the machine. Text: Rational Typewriting Manual. (b) *Intermediate Typewriting.*—This course is a continuation of the elementary course. It includes letter writing, addressing envelopes, tabulating and various kinds of copy work. (c) *Advanced Typewriting.*—This course includes copying of legal documents, taking dictation, and the arrangement of material. Special attention is given to speed.

Bookkeeping 3. (a) *Elementary.*—The foundation of double entry bookkeeping; the cash book, purchase book, sales book, profit and loss statement, financial statement and the balance



CORNER IN ART DEPARTMENT

sheet are studied. Text: Miner and Elwell. (b) *Intermediate.*—A continuation of elementary bookkeeping. Various forms of business papers are studied. (c) *Advanced.*—This course includes the opening of double entry books and a study of partnerships.

Office Practice 4. This course is designed for advanced students of stenography. It includes practice on the adding machine, the mimeograph, dictation, filing and card indexing.

Practice Teaching.—All commercial students will do practice teaching in the commercial department of the high school one hour each day for twelve weeks.

DRAWING

Drawing 1. *Fundamental; Theory of Color; Nature Study; Object Drawing.*—The fundamental principles of representation; methods of presentation and handling of mediums. Mediums: Pencil, watercolor, crayola.

Drawing 2. *Primary Grades.*—Prerequisite, Drawing 1; Theory of Color, applied; Nature Study; Object Drawing; Industrial Art. All subject-matter and projects presented from the standpoint of grades 1-4, inclusive. Mediums: Paper tearing and cutting, crayola, watercolor, handwork.

Drawing 3. *Grammar Grades.* Prerequisite, Drawing 1; Theory of Color, applied; Nature Study; Object Drawing; Industrial Art. Mediums: Crayola, watercolor, pencil handwork. Perspective introduced. Light and shade in pencil and crayola.

Drawing 4. *Advanced Grades.*—Prerequisite, Drawing 1. This course carries technical points farther, and provides addi-

tional study preparatory to high school teaching and supervisory work.

Drawing 5. *Design and Appreciation.*—Prerequisite, Drawing 1. Fundamental principles of Art Structure applied in line, dark and light, and color. Application: Decorative problems.

Drawing 6. *Mechanical Drawing.*—Use of T-square and triangles presented. Setting up plates presented. Working drawings of objects of two and three dimensions applied through knife work. Substitution for fundamentals for men.

Drawing 7. *Handwork.*—This course provides suitable material for seat work. Teaches the utilizing of crude material and offers suggestions for relating the work of the school to that of the industrial world.

Drawing 8. *Methods.*—Prerequisite, Drawing 1 and 2, or Drawing 1 and 3. This group will develop problems in Drawing which differing types of schools need; also the application of Art Fundamentals to Interior Decoration and Costume Design as they are considered in a Public School Art Course.

Drawing 9. *Practice Teaching.*—All the students who are taking work for the special certificate in Drawing are required to teach in all the grades under supervision.

EDUCATION

Education 1. *City School Administration.*—This course is designed to meet the needs of those who wish to fit themselves for supervisory positions in village or city schools. Among the topics discussed are the relation of the supervisor to his community, corps of teachers, school children, school board. His legal and professional rights and duties. How to organize and manage a city system of schools and a grammar school. How a course of study may be formulated and administered. How rules and regulations may be made, adopted and executed. This course should be helpful to those who expect to be principals, superintendents or supervisors.

Education 2. *School Management.*—This course is intended primarily for students who are preparing for classroom teaching, especially in the elementary grades. Special emphasis will be placed on the mastery of the technique of schoolroom organization and management; the daily program; the relation of the teacher to her principal, fellow teachers, pupils, school board and community.

Education 3. *General Method.*—This is the basal course for all method work. It should be taken up as early as possible. It consists of a study of the most fundamental principles of

instruction. It is based upon lessons with children in the training school. Work is presented orally.

Education 4. *Observation.*—A course in the application of work in general method to classroom teaching in the training school. Students learn to use an instruction score card. Planning of lessons and their criticism stressed. Presented orally. General method required.

Education 5. *Psychology.*—A course in general psychology aiming to give students a training in the laws governing mental activity and a discussion of the various mental processes. The subject will be treated from the physiological and functional standpoint. Applications of the study to teaching will be emphasized.

Education 6. *Practice Work.*—The practice work is regarded as the high point of the student's training career. Here it is that he tries to realize his theory of instruction. Each student is afforded a period of twelve weeks, half-day sessions in which to do this work. As far as possible he is given his choice of grade of children. He has a competent critic teacher to aid him in realizing his theories. Practice work comes regularly during the senior year.

Education 7. *Rural School Problems.*—To aid the teacher in mastering the principles underlying the problems of the one-room country school is the purpose of this course. How to cooperate with the superintendent, supervisor, school board, parents; how to make a good daily schedule, alternate classes without loss of time, combine classes without injury to the individual, conduct morning exercises, evening entertainments; how to arrange study periods, provide seat work, prevent absences, tardiness, select and direct games, and methods of presenting subjects in rural schools constitute the work in this course.

Education 8. *Rural Sociology.*—The aim of this course is to develop an appreciation of conditions and associations of rural life, its fundamental institutions and their relationships to one another. It recognizes the principle that problems of rural life must be solved by the rank and file of the community groups, rather than by a few leaders. The interdependency of rural and urban life, structure of rural society, physical influences, present day farm life, cooperative buying and selling, land tenantry, and the place of the rural school in the efforts of rural society for self progress are some of the topics considered.

Education 9. *State Course of Study.*—The aim of this course is to review the common branches and the general methods of teaching them.

Education 10. *Rural Practice Work.*

ENGLISH

English 1. *Dramatization and Story-Telling.*—The purpose of the course is to give the students a working knowledge of the fundamental principles of story-telling and the schoolroom uses of the story. Some time is devoted to the selection of material, and bibliographies of stories particularly adapted to special grades are made.

English 2. *Professional Language.*—The course is designed to give the student a practical knowledge of methods of presenting various phases of the language work required in the lower grades.

English 3. *Professional Grammar.*—This course is designed to give the student a practical knowledge of the methods to be used in teaching oral and written English in the fifth, sixth, seventh and eighth grades. Continual use is made of the texts, "Oral and Written English." Books one and two, the state texts, in this subject.

English 4. *Current Literature.*—The course is designed to help the individual in his classification and selection of present-day reading matter. The time is divided as evenly as possible among current poetry, essays, novels, plays and short stories. Current Literature is required of all students who do not take Composition. Composition is required only of persons who fail to pass a simple examination in English, which is given every student upon entrance to the school.

English 5. *Public Speaking.*—The purpose of this course is to give the student some conception of the way in which effective speeches are constructed and delivered. The student will be given actual practice in preparing and presenting speeches for various occasions, the following types being given special study: Extempore speeches, argumentation, and the more formal types of address.

English 6. *Professional Reading.*—A study of the principles and methods of teaching reading in the grades. Observation in the training department of model lessons. The course is a progressive one—methods and principles of fifth and sixth grade reading, the first term; of seventh and eighth grade reading, the second and third terms, each. Texts—The State Text Books.

English 7. *Composition.*—This course is designed to give the student such training as he needs in the organization and expression of thought. The emphasis is put on clearness, simplicity and forcefulness, with some attention to the most notable qualities of English prose style. Models from contemporary as well as classic writers are used.

English 8. *Primary Reading.*—It is the aim of this course in primary reading to lead students to recognize the importance of, and difficulties attached to, the teaching of reading in the primary grades. To trace with students the history and development of reading methods up to the present time, and to acquaint them with the best materials and methods now in general use in the best school systems, based upon child psychology and good pedagogy.

Special stress is given to plans and methods for carrying out the state course of study in reading by means of practical demonstrations conducted in class, followed by the actual teaching of lessons by students under competent supervision.

English 9. *Business English.*—This course should give the student a clear idea of good business forms, as well as the fundamental principles involved in good letter writing. Text —Gregg's Applied Business English.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

The department aims to further the growing conception which recognizes the maintenance of health as the basic concern of schools. It seeks to accomplish its purpose through giving the students, by means of conferences, physical examinations, lectures, readings, observation and exercise, a body of knowledge and of working principles applicable to their own needs and to those of their future pupils.

Opportunity is offered to those who desire to begin specialization work as a playground director or physical education instructor. In consequence the following courses are maintained:

Health and Physical Education 1. *Professional Physiology.* —A five-hour course: (a) presenting the essential facts of human physiology and hygiene, and (b) considering the fundamental topics and methods for instruction in the elementary grades.

Health and Physical Education 2. *Educational Hygiene.*— This five-hour course is concerned with the problems of health work in the schools and strives to develop a realization of the relation between health and education, and the responsibility of society, parents and teachers for conditions which may lessen efficiency.

Health and Physical Education 3. *Primary Methods in Physical Education.*—A five-hour course designed for those students specializing in primary grade work. The course provides methods and materials dealing with story plays, action songs, singing games, rhythmic movements and playground activities.

TRAINING SCHOOL PHYSICAL TRAINING

Health and Physical Education 4. *Advanced Methods in Physical Education.*—A five-hour course designed for those students specializing in intermediate and upper grade work. The course deals with (a) activity—discovering its natural forms, modifying these for schoolroom practice, habituating their use—noting physiological effects; (b) posture training —methods, devices and helpful exercises; (c) playground supervision—games, athletics, self-testing stunts, contests.

Health and Physical Education 5. *Health Inspection Tests.* —This three-hour course is designed especially for students specializing in physical education. It endeavors to train the student (a) to be able to denote physical defects in school children for the purpose of bettering their condition; (b) to take measurements relative to growth and vitality, to study the physiology of exercise and its application in children's plays and games; (c) to make health surveys and records.

Health and Physical Education 6. *First Aid.*—This two-hour course is confined in its scope to schoolroom and playground needs. It seeks to train the student to meet the responsibility of caring for injuries and emergency conditions which may arise.

Health and Physical Education 7. *Playground Supervision.* —A three-hour course dealing with (a) the values of the playground and the play period, the types of activities for school or city playgrounds, the problems and duties of the playground director.

Health and Physical Education 8. *Playground Games.*— This two-hour course, which may be substituted for one term of gymnasium practice, is devoted to the playing of games

GYMNASIUM PRACTICE

which have been tested out and found to be of most lasting interest to children. The games are grouped according to their form and according to their suitability for different ages.

Health and Physical Education 9. *Festivals and Pageants.*—This three-hour course is designed to aid the student in planning special day programs by helping to find sources of material, by teaching how to build a program, by developing a power of selection and by giving the underlying principles of pageant making. Each member of the class is expected to write a simple pageant.

Health and Physical Education 10. *Folk Dancing.*—This two-hour course may be substituted for one term of gymnasium practice. It is arranged to give a usable knowledge of fundamental "steps," and related musical structures, and their application in characteristic national folk dancing.

Health and Physical Education 11. *Practice Teaching.*—Students who desire a special certificate in Physical Education must have practice work in the training schools, taking charge of schoolroom and recess activities of both primary and upper grades.

Health and Physical Education 12. *Gymnasium Practice.*—Six courses are offered. All students are required to take exercises in the gymnasium during the entire course, except when doing practice teaching. The purpose of the work is two-fold: (a) To preserve and enhance the good physical condition and bodily control of the student through her own efforts under the supervision of the instructor; (b) to provide her with material and methods to carry on the work in the school in which she may teach. The means used include: (a) Postural exercises, club swinging, wand and dumb bell

drills, marching, relay races, suspension exercises on horizontal ladder and rings, rope climbing, and rhythmic movements; (b) ball games—basketball, swat ball, volley ball, indoor baseball, dodge ball, end ball, etc. In addition to the regular gymnasium work each student is expected to take a certain amount of out-of-door exercise. Three tennis courts are maintained.

Gymnasium Suits.—All students are required to dress in a suitable manner for gymnasium work and must provide themselves with: (a) For women—full black serge bloomers, a black blouse or white middy and tennis shoes. (b) For men —gray trousers, gray one-quarter sleeve jerseys and tennis shoes.

NOTE.—The above described costumes are desired, but other costumes which a student already possesses will be allowed.

HISTORY

History 1. *Professional History, Primary.*—In this the State Course of Study is followed. The work is developed with the idea of as much adaptability as is possible to similar stories and settings of today; it is planned to make this instructional as well as suggestively inspirational. This covers the first four grades.

History 2. *Professional History, Advanced.*—Still keeping in mind the State Course of Study, the work for the upper grades is based on the text; but it is correlated to our national and international problems of today. The belief is held that here lies an excellent opportunity to bring before the pupils the working application of a principle used in the past, and, with or without modifications, to be used today, constantly keeping in mind the absolute necessity of thoroughly impressing the doctrines of loyalty and patriotic devotion, the essence of Americanism.

History 3. *Oregon System.*—The plan is to give the student a working practical knowledge of Oregon Laws as applied to voting, taxes and civic affairs of cities, etc. A brief study of early Oregon history is made.

History 4. *Civics.*—The purpose here is to create a lasting and an intelligent interest in national and international life of the citizen. Issues are raised and discussed; comparisons are studied as well as causes are traced. The effort is to reach the elementary schools in a practical way. Study of editorials and court decisions is encouraged.

History 5. *Sociology.*—The purpose of this course is to encourage a study of the social problems touching the life of the citizen in his conscious relation to his near and far neigh-

bor. The principles involved are carefully traced and the application is made in as practical a way as possible. Individual research and experience is used that the student may feel and understand his own responsibility.

HOME ECONOMICS

The aim of the course in home economics is two-fold. Owing to the growing demand for trained teachers in this field it is the purpose of this course to train the teacher that she may teach cooking and sewing and the related subjects in the grades. Secondly, to give the teacher a broader knowledge of home economics which she can use in her own experience, thereby making more intelligent homemakers and better women citizens.

The following courses are offered:

Home Economics 1. *Cooking Fundamentals, 1/3 Unit.*—This course is especially for those training for grade work in the city schools and takes up work suitable for the eighth grade, giving subject-matter as well as technique. Teaching points and methods are emphasized. The aim in this course is to give the fundamentals of good cooking worked out on the meal basis. It gives a general working knowledge of simple foods, their selection and preparation, correct combinations of these foods in a meal, and the serving of the meal. This course, or equivalent work in an accredited high school, is required of those specializing in home economics.

Home Economics 2. *Advanced Cooking and Dietetics, 1/3 Unit.*—Course 1, or equivalent work in an accredited high school, is the prerequisite of this course. Required of those specializing in home economics. This course gives additional subject-matter in nutrition, food values and combination of foods in a balanced meal, as well as methods of presentation.

Home Economics 3. *Rural Homemaking, 1/3 Unit.*—This course is required of all those preparing for rural teaching. It deals with the problems peculiar to rural conditions. Special emphasis is given to the hot lunch problem, its installation and manipulation. The fundamentals of good cooking and a knowledge of the selection, preparation, combination and serving of a simple meal are emphasized. The boys' and girls' club projects are considered, as well as the appreciation of the questions of economy, conservation and hygiene connected with the home.

Home Economics 4. *Housewifery and Sanitation, 1/3 Unit.*—Required of those specializing in home economics. Care of the house and its equipment, laundering, sanitation of the

schoolroom, the school yard and the home, and the use of labor-saving devices are considered in this course. The student is enabled in this to select from material given the theory and practice best adapted to needs of children to be taught, and to correlate it with other subjects in the curriculum and with the interests of the homes and the communities.

Home Economics 5. *Household Management, 1/3 Unit.*—Required of those specializing in home economics. Functions of the home, needs of family, efficency methods, division of income and personal budget work on the basis of family income are emphasized in this course. The study of the home life, its ideals, hospitality, service in the home and the relation of the individuals of the family to the community is made. Care of the sick, babies and old people in the home, as well as personal hygiene is included in this course. Special application of this work as it is given in the grades is made.

Home Economics 6. *Sewing Fundamentals, 1/3 Unit.*—This course takes up work suitable for the fifth, sixth and seventh grades, giving both technical work and subject-matter which will be needed in teaching this work. Simple garments as underwear and gowns, and repairing and care of clothing constitute the work, emphasizing choice of materials, suitability, economy and personal hygiene as related to the home. Required of those specializing in home economics.

Home Economics 7. *Advanced Sewing, 1/3 Unit.*—Course 6 is the prerequisite of this course. Additional practice and subject-matter is given. Such garments as underwear and simple dresses make up the practical work. More attention is given to textile study, economy, hygiene and art in the solution of clothing problems. Required of those specializing in this work.

Home Economics 8. *Simple Costume Design, 1/3 Unit.*—Courses 6 and 7 are prerequisites of this course. More advanced problems are included in this, giving special emphasis to design and the execution of garments from these designs, making a study of color, lines and selection of materials and trimmings for these garments from the point of view of adaptability, durability and hygiene. Required of those specializing in home economics.

LIBRARY METHODS

The aim of the library methods work is: To train teachers to use libraries intelligently; to care for the school libraries provided for under the Oregon school library law; to teach the principles of book selection and buying; to establish a wider knowledge of children's books by actual examination and reading.

LIBRARY

Library 1. A course of five lectures required of all entering students. The main idea is to make the students at home in the library. The work is given during the first two weeks of each semester and covers the following: Rules and regulations; classification and arrangement of books; use of the card catalog; magazine indexes; reference books; investigating a subject in the library; work of the Oregon state library, etc.

Library 2. This course is required of all students before they graduate from the normal. Three periods each week are devoted to the technical side of the work and two to the study of children's books. Each lecture in the technical part of the work is followed by a practice period in which some problem is worked out. Some of the topics taken up are as follows: Classification and arrangement of books; card catalog; printed parts of a book; United States, state, city and other free publications; book buying; preparation of the books for the shelves; charging system; binding and repair; Oregon school library law; the work of the Oregon state library; cooperation between school and library; etc.

The children's books are taken up in groups, reported on and discussed by the class. Practically all of the books reported on are taken from the state list, thus making students familiar with that list.

During the semester several library lessons are given in the training department by members of this class, usually by those doing language work in the grades.

Library 3. There is an opportunity each semester for a few students to do library practice work. This course is open

to students having had Course 2, and from those applying a careful selection is made, as we can take only five or six each semester. No credit is offered for this work since the students applying usually have some definite object in view. The student assistants for the normal school library are chosen from this group, while some are planning to get work in other libraries or to become school librarians.

Library work is emphasized by all departments throughout the entire course by required and supplementary reading. This is especially marked in the story-telling work and in the advanced literature classes taking up the present-day writers. The current events classes conducted by the history and English departments assure the wide use of the magazines, newspapers and magazine indexes provided.

Miss Cornelia Marvin, state librarian, delivers lectures from time to time upon the work of the state library and other subjects pertaining to library work.

MATHEMATICS

Mathematics 1. *Arithmetic; Subject-matter Course.*—A systematic presentation of the facts and principles of arithmetic, with especial emphasis upon the more difficult topics usually studied in our public schools. The aim is to give students a working knowledge of arithmetic as used in the industrial and commercial world.

Text: Higher Arithmetic, Stone-Millis.

Mathematics 2. *Professional Arithmetic, Primary.*—This is primarily a course in methods, covering the work of the first five grades of our public schools as outlined in the state course of study. Methods are illustrated by observation work in the training school.

Mathematics 3. *Professional Arithmetic, Advanced.*—This course covers the work of the sixth, seventh and eighth grades of our public schools as outlined in the state course of study. Subject-matter is studied mainly for the purpose of illustrating methods. Work is observed in the training school.

Mathematics 4. *Algebra.*—Two aims in the course: (1) A review of the subject-matter of elementary algebra; (2) a presentation of methods of teaching the subject in junior high school classes.

Mathematics 5. *Plane Geometry.*—Two aims in the course: (1) A review of the subject-matter of plane geometry; (2) a presentation of the methods of teaching the subject in junior high school classes.

ORCHESTRA

MUSIC

Music 1. *Fundamentals.*—This deals with the very rudiments of vocal music, and requires no previous training. It consists of the cultivation of the ear, the voice, the beginning of sight-singing, and the acquiring of the elements of theory. Books One and Two of the Progressive Music Series are used for sight reading. It is a prerequisite for Primary Methods and Fundamentals 2.

Music 2. *Fundamentals.*—This is a continuation of Course 1 and a prerequisite of upper grade methods. Books Three and Four of the Progressive Music Series are used for sight reading.

Music 3. *Primary Methods.*—This course presents appropriate song material and modern methods of presenting music in the first four grades of the public schools. A special study of the child voice is included in this course.

Music 4. *Advanced Methods.*—This course presents appropriate song material and modern methods of presenting music in the fifth, sixth, seventh, eighth grades, and high school chorus. The voice of the child before adolescence, the changing voice, and the adult voice will be considered. Testing children's voices and assigning to parts follow this.

Music 5. *Art of Conducting.*—The problems of classifying voices, organizing a chorus, selection of material, correct use of baton, the directing of a chorus or orchestra with attention to tempo, attack, phrasing, dynamics and balance of parts constitute this course.

Music 6. *Melody Writing and Elementary Form.*—The natural laws governing the progression of tones and the relation of accents to meter and rhythm are studied and applied in the invention of many exercises in melody. The small song forms: the one-part form, the two-part form, and the three-part form are taught through analysis of music practical for use in schools.

Music 7. *Harmonic Analysis.*—The first work of this class is the writing and singing of intervals, triads, and chords of the seventh in all positions and inversions, and recognizing and writing them when they are sung or played in either a high, middle or low register. Modulation through the dominant and diminished seventh chords is introduced. Analysis from the printed page is carried along with this work, and Suspensions, Anticipations, Appogiaturas, Organ Point, etc., are recognized by sight and hearing. The harmonic structure of many examples of the best vocal writing will be analyzed.

Music 8. *History of Music* (a).—This includes a survey of music among primitive people; early church music; development of musical forms and instruments; the polyphonic era.

Music 9. *History of Music* (b).—This course is largely biographical. The musicians from the time of Bach to the present time will be considered.

Music 10. *Appreciation of Music.*—The object of this course is to awaken a real love for the best of music and to present methods for creating a discriminating taste for music in children. The development of the orchestra, opera, oratorio and other musical forms is taken up.

Music 11. *Elementary Harmony and Ear Training.*—The first principles of chord construction and connection through the writing of simple cadence progressions in major and minor keys begins this work. Later, dictated and original phrases are constructed, using the principal and subordinate triads in fundamental position. The student is trained to listen intelligently to intervals, chords and chord progressions and modulations, and to record them readily.

Music 12. *Practice Teaching.*—Students will be required to teach music classes under supervision in all grades and high school, conduct training school assembly chorus and the junior orchestra and a high school chorus.

NOTES

Applied Music.—Students taking the special music course will be required to play one instrument of the orchestra, besides having special talent either as a pianist or vocalist.

Orchestra for Normal Students.—Students who play instruments are urged to bring them to the normal school. A limited number of the more unusual instruments can be loaned. Regular rehearsal is on Tuesday at 7:00 p. m. Any student who has moderate success with any instrument is eligible to membership. The orchestra furnishes music for various school functions.

Junior Orchestra.—The students of the training school and normal school students who are not advanced enough to enter the normal school orchestra are eligible for membership. Students may do practice teaching in this orchestra.

Glee Club.—This organization takes a prominent part in the life of the school. All who are interested are admitted. Paul Bliss' "The Mound Builders"; Deems Taylor's "The Highwayman"; the operettas, "The Yokohama Maid," "The American Girl" and "The Toyshop" have been performed by this club.

PENMANSHIP

Writing 1. Believing that the three R's are still fundamental in the child's education, one of them, 'Riting, has been required of all students graduating from the Oregon Normal. In this course, method of teaching and the subject-matter are equally stressed. The work is regularly sent for criticism to the Portland office of the A. N. Palmer company. Students are urged to work for the teachers' certificate offered by that company. Already numbers of them have received the same. In this class, model lessons are presented and discussed, after which the class is divided into groups and each pupil given opportunity to teach. The Palmer Method Booklet is used in this work.

SCIENCE

Science 1. *Nature Study.*—In this course the main purpose is to stimulate keen observation of the great out-of-doors. The subject-matter covered is similar to that of the lower grades in geography. For example, an extensive study of the conditions which bring rain, frost, etc., is indulged in. At all times the instructor aims to so present the work that the student may be able to teach the same in his own school. To this end method and subject-matter are equally stressed.

Science 2. *Agriculture.*—Davis' Productive Farming, the text used in the grades, is studied with the idea always in mind that the mode of procedure followed is to furnish the student with devices for presenting this subject in her school.

Model lessons are presented and criticized. The students also present lessons. Farms nearby, together with a well equipped laboratory, help to make this subject real. Agriculture is required in the Advanced Rural Courses.

Science 3. *Professional Geography, Primary.*—The work in geography as taught in the first four grades will be the subject-matter covered in this course. Fairbanks Home Geography will be made the subject of considerable study. Model lessons will be presented, and the student given opportunity to teach. One or more observation lessons with children from the training school will be included in this course.

Science 4. *Professional Geography, Advanced.* — This course will be run on the same general plan as Professional Geography, Primary, with this difference, the work covered will be from the fifth grade to the seventh, inclusive; and Tarr and McMurray the basis of study.

Science 5. *General Science.*—The object of this course is to introduce the prospective teacher to the simpler phenomena of nature somewhat after the manner that she will have to present the same to her pupils. The course will consist in classroom work supplemented by field and laboratory. Numerous experiments will be presented illustrating the manner of presentation used in the grades. As this course is a fundamental it is required of all entering juniors.

TRAINING SCHOOLS

The normal has been most fortunate in being able to secure all the elementary children (nearly five hundred) of Monmouth and Independence for practice work. These are used for training for teaching positions in graded schools.

In addition to these the normal has secured all the elementary children of the rural schools of Elkins, Mountain View and Oak Point for practice work. The work done in these schools is planned to fit students for teaching in rural schools.

These schools provide the normal school with practice school facilities second to none on the Pacific Coast.

The purpose of the training school is to educate children. This is the supreme purpose of the school, and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall

form correct teaching habits and give such mastery of those educational principles as will insure future growth.

To secure these, each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the state. No one is allowed to graduate who has not passed the test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the state and the local school district. It is supplied with a principal and four critic teachers.

The heads of the departments of music, art and physical education, agriculture and domestic art have full charge in the training school of the work of their respective departments. The training school is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the experience gained there is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the state of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the training school is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been before intimated, the normal school will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

GENERAL STATEMENT

It is hoped that this bulletin may fall into the hands of some person who is planning to go away to school, and who is willing, if it is careful and thorough preparation for teaching that is wanted, to consider going to the Oregon Normal School. This institution invites thoughtful comparison with others of its kind in the excellence of its faculty and equipment, the extent and thoroughness of its course of study and methods of instruction, the splendid opportunities afforded by it and its community for quiet study and wholesome student life, its thoroughly convenient and healthful living facilities, and the unusually low cost at which all of its advantages may be had.

May I suggest to such persons that the state has provided a normal school to assist you in securing this special preparation. The school and its equipment are for your benefit. You may become a good teacher without a normal school training, but you will become a good teacher more quickly, more easily and more economically by taking advantage of the inducements offered by the normal school.

More than seven hundred new teachers are needed each year in Oregon, and the normal school should supply a large part. Boards of directors and county superintendents have learned by observation and experience the value of the normal-trained teacher. I believe you will agree with me that such training will not only increase one's usefulness to her school, but will result in better positions and salaries.

The Oregon Normal School was established and is maintained for the purpose of training teachers for the schools of the state; here no one can matriculate without signing a pledge to the effect that the purpose of entering the school is to fit himself or herself for the work of teaching.

Of such person may I ask whether you have seriously considered the advisability and possibility of preparing yourself for teaching by means of a normal school? Have you thought of the pleasure to be derived from the pleasant and helpful associations with a cultured faculty and a helpful, sympathetic student body? Do you realize how much easier and more satisfactory is the certification route by way of the normal diploma than by the dull and uninteresting grind of the examination? Do you feel that it is easier to secure and retain good positions if you are able to say, "I am a graduate of a normal school"? Perhaps you are not aware of the fact that a standard normal diploma is taken in lieu of an examination for certification in more than twenty-six states. Is it not a satisfaction for one to feel that ample preparation has

been made for the responsible work of teaching? Have you fully considered the lifelong friendships that are made while pursuing the work of a normal school—friendships both of faculty and students that are valuable assets in your future work—friendships that can be secured no other way? All of these thoughts, coupled with the fact that the demand for trained teachers can not be filled, will, I am sure, cause you to think seriously of taking up work in an institution that will meet all these conditions, such as the Oregon Normal School does.

Perhaps you are saying, "I admit the facts, but I am financially unable to take such a course." May I say that we have many students who are partially making their own way while at school, and what others are doing, you can do. All that is required, if you have health, is to make up your mind to take the course and then stick to it.

In order to assist you, may I enumerate some of the advantages of our school? We have a faculty of twenty-eight thoroughly trained teachers. The Oregon Normal School is the only one in the state whose sole function is the training of teachers. It offers five courses of study leading directly to state life and one-year state certificates without examination. Two well-graded public schools and three rural schools are used for training school purposes, thereby fitting our students for any grade of work. The water supplied is pure; the cost of living reasonable; and last, but not least, one of the most helpful, cheerful, cooperative, sympathetic student bodies that one would wish. This is brought about from the fact that every student pledges himself or herself to become a teacher; therefore, there is one definite purpose, namely, preparing for the great work of teaching.

Perhaps enough has been said to induce you to carefully consider entering our school.

Trusting that you will become interested in the school to the extent of enrolling as one of its members, I am,

Respectfully yours,

J. H. ACKERMAN,
President.

OREGON NORMAL SCHOOL
MONMOUTH, OREGON

TO THE PEOPLE OF OREGON:

DO YOU KNOW

That this is your Normal School and you should give it your support?

—DO YOU KNOW—

That fine buildings have been secured for the home of this school?

—DO YOU KNOW—

That the good people of the state, by voting the millage gave the school such a splendid plant in which to work?

—DO YOU KNOW—

That the Oregon Normal School has an up-to-date modern training school building, and that Dr. Bagley said it was one of the best planned he had ever seen and asked the school authorities to send the plans and specifications to Teachers' College for special class study?

—DO YOU KNOW—

That the Oregon Normal School has one of the best auditoriums in the state of Oregon?

—DO YOU KNOW—

That the Oregon Normal School has one of the best equipped and best arranged dormitories of any school in the United States?

—DO YOU KNOW—

That Monmouth is a well-governed city, centrally located and an ideal home city for an educational institution?

—DO YOU KNOW—

That the people of Monmouth are greatly interested in the welfare of the school and will do all in their power to make your residence there pleasant and profitable?

—DO YOU KNOW—

That living expenses in Monmouth are reasonable and that there are many rooms available for students?

—DO YOU KNOW—

That the school is supplied with an abundance of water from a mountain stream 12 miles from the campus?

—DO YOU KNOW—

That the Oregon Normal School has one of the most beautiful scenic locations in the state of Oregon?

—DO YOU KNOW—

That statistics show that Oregon is in great need of better teachers?

—DO YOU KNOW—

That the development of this Normal School will mean better teachers for Oregon?

—DO YOU KNOW—

That the best teaching positions go to normal-trained teachers?

—DO YOU KNOW—

That in a very few years none but professionally trained teachers will be able to secure positions anywhere?

—DO YOU KNOW—

That the salary schedules are being so rapidly advanced that teachers' salaries are now becoming as high as those of other professions?

—DO YOU KNOW—

That Dr. Bagley of Teachers' College, New York City, after spending two days at the Normal, said that the Oregon Normal School ranks as one of the best in the United States?

—DO YOU KNOW—

That the courses offered are standard ones and planned to meet the needs of Oregon?

—DO YOU KNOW—

That the Oregon Normal School offers the following courses: Primary, Intermediate, Advanced, Rural, Music, Drawing, Household Economy, Physical Training and Commercial Teachers?

—DO YOU KNOW—

That one can spend two years at the Oregon Normal School to fit himself or herself for a Primary Teacher, or for an Intermediate Teacher, or for an Advanced Teacher, or for a Music Teacher, or for an Art Teacher, or for a Physical Education Teacher, or for a Commercial Teacher?

—DO YOU KNOW—

That one year's attendance entitles you to teach two years without examination and two years' attendance and thirty months' experience in Oregon entitles you to a life certificate without examination, and that this time may be shortened by attending summer sessions?

—DO YOU KNOW—

That the faculty is a strong one, consisting of men and women who are specialists in their lines of work?

—DO YOU KNOW—

That the student body is one of the most helpful, cheerful, cooperative and sympathetic ones that could be wished?

—DO YOU KNOW—

That the Oregon Normal School stands ready to assist its graduates at all times in every legitimate way?

—DO YOU KNOW—

That the graduates of the Oregon Normal School are ranking among most successful teachers in the state?

—DO YOU KNOW—

That a graduate of the Standard Course of the Oregon Normal School is given junior standing in the University of Oregon and the Oregon Agricultural College?

—DO YOU KNOW—

That when you graduate from the Oregon Normal School you ally yourself with an alumni ranking high in the history of the state, a thing to be proud of?

—DO YOU KNOW—

That the Oregon Normal School's standard diplomas are accepted in any state that accepts other normal school's standard diplomas?

—DO YOU KNOW—

That a Normal School education is a good preparation for life and for other work?

—DO YOU KNOW—

That all of the 500 elementary school children of Monmouth and Independence are used for training school purposes, making the training school, so far as numbers are concerned, one of the strongest on the Pacific Coast?

—DO YOU KNOW—

That the Oregon Normal School has three Rural Centers in which practically every student is specially trained for rural school work?

Why not write for a catalog or further information? Address Registrar, Oregon Normal School.

J. H. ACKERMAN, *President.*

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Hillie Haveman, Laurel
Josephine Hefley, Monmouth
Elnora Hildenbrand, Maupin
Leonaine Hill, Madras
Mrs. J. Hill, Madras
Mrs. Himebaugh, Rainier
Genevieve Holmes, 220 N. 9th St., Corvallis
Mary Howard, Silverton
Grace Hockema, Alsea
Mildred Hodgen, Freewater
Alice Holbrook, Bandon
Mrs. J. J. Houser, Alsea
Esther E. Holden, 1708 E. 19th St. S., Portland
Ethel Hodgen, Athena
Geneva Hodges, Sheridan
Winifred Humfeld, 1683 Albina Ave., Portland
Jeaunette Humfeld, 1683 Albina Ave., Portland
Florence Hudson, 424 Larrabee St., Portland
Cecil Hughes, Fossil
Lucile Huggins, 605 E. Salmon St., Portland
Mrs. Anna Huntley, Independence
Goldie E. Hufford, Bandon
Ora Jameson, Riverton

Helen James, 401 Clackamas St., Portland
M. Katherine James, 401 Clackamas St., Portland
Mary C. Jager, Junction City
Maybelle Jarrett, Redmond
Gladys M. Johnson, Dundee
Carol Judson, Monroe
Elizabeth Johnson, Forest Grove
Vera Johnson, Independence
Minnie M. Johnson, 635 Borthwick St., Portland
Emma Jorgensen, Lebanon
Lennis Johnson, Milton
Bessie Jones, Richland
Sarah L. Kau, Amity
Alice Kaufman, Cove
Gertrude Katsky, 5120 92d St., Portland
K. Vivian Kau, Amity
Alice Kushan, R. 4, Sherwood
Mrs. Viola Kershaw, R. 3, Medford
Hester W. Keeney, Monmouth
Mrs. Jennie Kearns, Dayton
Zola Kirry, Forest Grove
Edna Kimberly, Spray
Florence Kimmell, La Grande
Eunice E. Knauf, Silverton
Myrtle Kolker, 311 11th Ave. E., Eugene
Winnie Lake, Boring
Eva La Liberte, Portland
Hannah M. Lane, Gresham
Elsa A. Larson, Fernhill
Gladys Larson, North Bend
La Verne Lamb, Goshen
Florence Larson, St. Helens
Lucille Laughlin, Yamhill
Nell Lamb, Bandon
Elise La Roche, 2845 62d St. SE., Portland
Edrie La Bare, St. Helens
Zella A. Landon, 5324 89th St. SE., Portland
Grace E. Lane, Eagle Point
Gertrude Larsen, 738 Franklin Ave., Astoria
Laura Larsen, Falls City
Dirris Lee, Pedee
Daisy Lee, Milton
Helen Lewis, 1172 Carlton Ave. SE., Portland
Doris Leiby, North Bend
Myrtle Lindley, Natron
Hazel Loucks, 809 2nd St., Cottage Grove
Florence Lichtenberger, Wolf Creek
Laura Lofton, Fox
Mrs. Mabel Lushy, Springfield
Lillian Lusk, Trout Lake, Wash.
Fay Maloy, Junction City
Isabella Macgenn, Empire
Benema Mathews, Gresham
E. Macken, Salem
Ellen Madsen, Warren
Wilma MacKenzie, 410 W. Douglas St., Roseburg
Mrs. Marie Mays, Hillsboro
Sarah E. May, Cecil
Lois Mann, 185 Park St., Portland
Malinda May, Cecil
Ethel McCormack, Roseburg
Eva McCullan, West Stayton
Mary Ellen McCrary, 1322 E. 8th St., N. Portland
Elizabeth McGirr, Ontario
Emily McCarkle, Portland
Winnifred McCormick, Keno
Nellie McAdams, Bandon
W. Madge McKellips, Motor Route A, Eugene
Irma McTaggart, Lents, R. 3
Olive McWilliam, North Powder
Agnes Mehring, Tangent
Thelma Meadows, Florence
Jean Melvin, 488 Tacoma, Portland
Marie Mehring, Tangent
Rhuea Micklam, 520 W. 15th St., The Dalles
Mrs. Florence Miller, Yoncalla
Mary V. Miller, Tillamook
Grace Miller, Tillamook
Dorothy M Miller, 1080 Vernon Ave., Portland
Esther S. Miller, Pleasant Hill
Elsie L. Miller, Gold Hill
Lola F. Morgan, Independence
Louise Morgan, Corvallis
Myrtle Mortensen, Clackamas
Roxie Morris, Redmond
Clay Moreland, Monmouth
Miss Eula Moore, Sumner
Ruth A. Moreland, 2042 Monroe St., Corvallis
Esther Moser, Stafford
Mrs. Mary J. Murray, Grants Pass
Eva Mustoe, Albany
Gertrude Murphy, Wren
Dorother Mueller, Linnton
Hattie Myers, Aumsville
Minnie Nelson, Buxton
Elsie Neave, Monroe
Rhoda Newkish, Oregon City
Gladys A. Nelson, Svensen
Myrtle Neely, Coquille
Mildred E. Neely, Coquille
Bernice Newbill, Dallas
Grace Nelson, Dallas
Gladys Nichols, Culver
Annie M. Newberg, Hemlock
Viola Nielsen, Junction City
Floy A. Norton, 1465 State St., Salem
Marie O. Oleson, Yamhill
Christabel H. Osborn, Walla Walla, Wash.
Grace Ogilbee, 581 Henry Ave., Portland
F. D. Oleman, Monmouth
Jewel Oxley, Hood River
Dorothy Ownbey, Bandon
Julia O'Brien, Waldo
Antonia L. Patzell, 566 Belmont St., Portland
Wilhelmina Peterson, Knappa
Dora Phelps, Eugene
Marguerita Petersen, Junction City
Emma V. Peterson, Dayton
Leo Petie, Rickreall
Verna Phetteplace, Springfield
Elizabeth Petersdorf, Junction City
Helen Pifer, Hood River
Lola Perkins, Yamhill
Hallie Puddy, Hood River
Mrs. Estella Poill, 662 E. 14th Ave., Eugene
Mary H. Prieshoff, 5215 E. 79th St., Portland
Elsie Mae Powell, Jefferson
Mrs. E. B. Porter, Albany

Varena Puntenney, Elvaston, Ill.
Mildred Price, Springfield
Augusta Puckett, Keno
Mrs. Lou M. Pope, Monroe
Helen Prior, Roseburg
Alice Presnall, Lebanon
Helen Powell, Brownsville
Addie Quesinberry, R. A. Portland
Nora Queen, Saginaw
Harriet Queen, Saginaw
Hazel Quinn, Suver
Katherine Ralston, Corvallis
Crystal V. Reed, Mabel
Martha Reed, Grants Pass
Irma Randall, Cottage Grove
Emma M. Rasmussen, Junction City
Naomi Rice, Philomath
Violet Rickards, Buell
Vera Rickards, Buell
Oran Rickard, Junction City
Katherine Rogers, 5629 4th St., S. E. Portland
Tina Roberts, Dallas
Elizabeth Robinson, Albany
Pearl Rogers, Vernonia
Violet E. Rotzien, Salem
Annie B. Romig, McCoy
Beatrice Robinson, Monmouth
Carol Rogers, Eugene
Imogen E. Russell, 1802 Third St., La Grande
Geneva Sayre, Clatskanie
Arizona Sawyers, Eikton
Ruth Sagen, 10135 60th Ave., Portland
Elizabeth Sammons, Falls City
Margaret Sammons, Falls City
Blenda Samuelson, Gladstone
Clara Sales, Gresham
Hazel G. Scott, McMinnville
Reta Schnore, Elgin
Selma K. Schuff, Stayton
Kathleen Scott, 385 Ross St., Portland
Lora Schnore, Elgin
Mrs. Emma Seth, Sheridan
Mildred Severson, Toledo
M. Shortridge, Cottage Grove
Pluma Shumate, Bandon
Muriel Shay, 305 Sixth St., Cottage Grove
Helen Shaffer, 3526 Auburn Ave. and 7th St., Baker
Esther Sholin, Stevenson, Wash.
Ruth Shintaffer, Evans
Laura Simmons, Fossil
Ellen Simonsen, 1530 Delaware Ave., Portland
Miss Frances Snyder, Dallas
Blanche Slater, Sutherlin
Neva Slagle, North Bend
Louise Skeels, Independence
Stella M. Slack, Marcola
E. Pearl Smith, Independence
Evelyn M. Smith, 6231 71st St., S. E. Portland
Gladys M. Smith, Gardiner
Alta Smith, Haines
Estella Smith, Crawfordsville
Eugenia Snyder, Dallas
Edith Southworth, Dallas
Florence Snedaker, Lebanon
Echo D. Spores, Mohawk
Huida Stoneburg, 107 Grover St., Portland
Norma Sutherland, 666 N. Sumner St., Salem
Henrietta Stermer, Dayton
Lois Sweek, Corvallis
Luella Stephens, Veneta
Mildred Stephens, Veneta
Mattie Swanu, 460 Madison St., Corvallis
Bessie Swope, Independence
Doris Spangenberg, Lakeview
Elsie L. Taylor, Tillamook
Gladys Thurston, Jefferson
Helen Thompson, Dayton
Florence Thompson, Carlton
Charlotte A. Tischhauser, Salem
Katie Toioneu, 793 Erie Ave., Astoria
Delia Trapp, Chitwood
Gladys Trimble, Oregon City
Esther Troxel, 4217 42nd Ave., S. E. Portland
Bess Van Matre, Albany
Mary E. Voris, Springfield
Isa Upson, 1445 Borthwick St., Portland
Hazel Van Avery, Independence
Lillian Vandevert, Yoncalla
Pearle Watt, Baker
Kenneth B. Wall, Jefferson
Georgia L. Walrath, Portland
Nora Ward, Dorena
Mildred Watson, Airlie
Dora D. Walker, Waldport
Amy B. Walker, Waldport
Agnes Wadsworth, 116 E. 45th St., Portland
Gladys Weatherspoon, Halfway
Hulda Wienert, Airlie
Retta Wilson, Dallas
Ruth Williams, 375 Victoria St., Portland
Eva Whipple, Canby
Effie Williamson, Yachats
Myrtle Wheat, Roseburg
Mary K. Wilson, Oswego
Irene Williams, Edmonds, Wash.
Mary Williams, Klamath Falls
Dorothy Wilcox, Banks
Ruth Wight, Lebanon
Carolyn Williams, Junction City
Inez B. White, Cottage Grove
Norma Williams, Airlie
Myra Will, Aurora
Edna Wilkins, 675 E. Main St., Portland
Mrs. Minnie Wolf, 861 E. Main St., Portland
I. Marl Wood, Silverton
Vera Wohlheter, Woodburn
Velma Wright, Klaber, Wash.
Roselia Wooden, Bandon
Jauneta Wolff, Orenco
Mrs. Ray A. Yocum, Corvallis
Ruth York, Ashland
Nellie Young, Crabtree
Mary Helen Young, Junction City
Verna Yantiss, Albany

OREGON NORMAL SCHOOL GRADUATES

NOVEMBER 16, 1919

Marguerite Brookhart
Ethel Cobb Brown
Ruth Elizabeth Brown
Lewis A. Burlingame

Frances M. Evans
Dora Ann Fridley
Catherine Della Malo
*Elsie Louise Miller

Ida Olson
Shannon Pettinger
Georgia L. Walrath

FEBRUARY 6, 1920

Grace A. Armstrong
Verl E. C. Burkhart
Elda Gail Bristow
Richard Henry Cayzer
Florence H. Dawson

Elizabeth Dunbar
*Bertha Emmerich
Dora C. Gebers
Hester Maren Gram

Myrtle Johnson Grant
Sadie Havely
Louise Hodgin
Clara Landon
Celia C. Lundeen

Ruth A. Nottage
Chadwick C. Newhouse
Ethel Powell
Gladys L. Perkins

Helen Peck
*Varena M. Puntenney
Margret Joanna Shotwell
Helen Wilkins Straus
Frances C. Tousey

*Blenda Ingeborg Samuelson
Mrs. Lenore Trayler
Ruth Wilson
Mrs. Dorothea C. Echave

APRIL 9, 1920

M. Lillian Earnest
Lora Farrington
Ethel Fellows
Leole Fisher
Mary Ann Hall

Gertrude E. Hargreaves
May E. Hedrick
Genevieve Agnew Hogan
Audrey Evelyn Holmes
Alice Jenkins

Margaret Mann
Margaret Nottingham
Ethel Sloop
Pauline Miriam Underwood
Daisy Alice Wickstrom

JUNE 16, 1920

Ethel Akerson
Grace B. Ayres
Grace Norine Barnett
Dora Berreman
Alice A. Blackford

Esther A. Booth
*Gladys M. Blue
Lida Coralin Brown
Ruth A. Brown
Alpha Busick

Angela Canning
*Beryl C. Cox
Myrtle L. Cutright
Margaret Daniel
*Ulla Dickinson

*Georgia Kathyleen Dilley
*Georgalta Mary Eastman
*Amy H. Eccleston
Mabel A. Edmeades
Helen Albert Fish

Coral Lillian Garvin
Annie Gorrie
*Maud E. Graham

*Dot Grounds
Evadna C. Hager
*Edna Haines
*Electa Hamilton
*Stella M. Hardwick

L. Manzanita Harvey
Oren W. Hays
*Josephine M. Heffley
Blanche Herman
Florence M. Hill

Genevieve Mary Howell
Nan Katherine Hunter
Elizabeth B. Irwin
*Ora R. Jameson
Jessie S. Jenks

Ruth Mildred Johnson
Mildred E. Jones
*Zola M. Kirry
Inez Norma Kraeft
Ella C. Kroeger

*Helen A. Lewis
Marion B. MacDonald
Lewis Mackin
Grace Marie Malo

Addie Leona Martin
Bertha M. McCallister
Eugenia McNaghten
Lola Theola McNess
Abbie H. Means

*Rhuea Micklam
Maggie J. Nisbet
Frank D. Pimm
Ethel Alma Poland
Marie A. Powell

Fannie Colvin Pritchett
Mina E. Robison
*Beatrice L. Robison
*Clara M. Sales
Nathalie Florence Selling

*Hazel G. Scott
*Gladys M. Smith
*Dorothy C. Smith
Edith Marion Stalley
*Lois Sweek

Harold C. Tallman
*Della Trapp
Daisy Evoline Wiseman

DECEMBER 17, 1920

Mary Gertrude Butt
*Teresa Agnes Devereux
Helen Fletcher
*Elizabeth H. Fox
Lulu B. Hayes

Alice Gertrude Kershaw
Florence Kimmell
*Elise Marion La Roche
Franciene H. Miller
Floy A. Norton

Addie O. Quesinberry
Clara T. Scharpf
Myra Will
Betta Wilson

*Work to be completed in summer.

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